

Assessment and Evaluation Overview

The Infant Toddler Program receives referrals from a variety of sources. Once a referral is received, upon obtaining parental consent, a timely multidisciplinary evaluation of the child is conducted to determine initial eligibility for the program. It is also used to identify the services required to address developmental needs. In addition, the family's information regarding the child including the resources, priorities, and concerns of the family and supports or services necessary to enhance the family's capacity to meet the developmental needs of the child are determined. Family involvement to assist with the design of the comprehensive evaluation and intervention strategies is an integral part of the assessment and evaluation process.

Evaluation means the procedures used by qualified personnel to determine a child's initial and continuing eligibility.

An initial evaluation refers to the child's evaluation to determine a child's initial eligibility.

Assessment means the ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility and includes the assessment of the child and the assessment of the child's family.

Initial assessment refers to the assessment of the child and the family assessment conducted prior to the child's initial IFSP meeting.

All evaluations and of the child and family must be completed by qualified personnel in a non-discriminatory manner, and selected and administered as to not be racially or culturally discriminatory. Qualified personnel must use informed clinical opinion when conducting an evaluation and assessment of the child.

Native Language Requirements for Assessments and Evaluations

Unless it is clearly not feasible to do so, all evaluations and assessments of the child must be conducted in the native language of the child.

The native language for a child when conducting evaluations and assessments is the language normally used by the child if determined developmentally appropriated for the child by qualified personnel completing the evaluation or assessment.

Unless clearly not feasible to do so, family assessments must be conducted in the native language of the family members being assessed.

The native language for a parent when conducting family assessments is the language normally used by the parent. When referring to a parent who is deaf or hard of hearing, blind or visually impaired, or for an individual with no written language, native language means the mode of communication that is normally used by the parent (such as sign language, braille, or oral communication).

Procedures for Completing an Evaluation of a Child

In completing an evaluation, no single procedure may be used as the sole criterion for determining a child's eligibility. Procedures to evaluate a child must include:

- Administering an evaluation instrument.

- Taking the child's history (including interviewing the parent).
- Identifying the child's level of functioning, as needed in each of the following developmental areas:
 - Cognitive development
 - Physical development, including vision and hearing
 - Communication development
 - Social or emotional development
 - Adaptive development
- Gathering information from other sources such as family members, other care-givers, medical providers, social workers, and educators, if necessary, to understand the full scope of the child's unique strengths and needs.
- A review of pertinent records related to the child's current health status, medical history, educational, or other records.

Definitions Related to Assessment and Evaluation

Assessment – The ongoing procedures used by qualified personnel to identify the child's unique strengths and needs and the early intervention services appropriate to meet those needs throughout the period of the child's eligibility and includes the assessment of the child and the assessment of the child's family.

Anchor Assessments – Approved list of comprehensive assessments used in Idaho to assist with completing the Outcomes Rating Scale in the Child Outcomes Summary Form. The following Anchor Assessments are approved for the Infant Toddler Program's use:

- Battelle Developmental Inventory – 2nd Edition (BDI – II).
- Hawaii Early Learning Profile (HELP) Checklist.
- Creative Curriculum for Infants, Toddlers, and Twos, 2nd edition.
- Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children, 2nd edition.
- The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), 3rd edition.
- OUNCE Scale.
- Work Sampling System ®.
- High/Scope Child Observation Record for Infants and Toddlers (COR).
- Brigance ® Diagnostic Inventory of Early Development – II.
- Bayley Scales of Infant and Toddler Development ®, 3rd edition (Bayley III ®).
- Developmental Assessment of Young Children (DAYC).
- Mullen Scales of Early Development in conjunction with a Social Emotional Assessment (only at entry).

Developmental Delay – A condition that meets eligibility criteria evidenced in children with or without an established diagnosis who by assessment measurements have fallen significantly behind developmental norms, two (2) standard deviations in one (1) of the five (5) functional areas, or one and a half (1 ½)

standard deviations in two (2) or more of the five (5) functional areas. The five (5) functional areas include:

- Cognitive development,
- Physical development (gross motor and/or fine motor skills) including vision and hearing,
- Communication (expressive and/or receptive skills),
- Social/emotional development, and
- Adaptive skills.

Refer to the ITP eligibility criteria for a complete definition.

Documentation – Includes evidence that actions of implementation procedures have been carried out.

Unless otherwise indicated, acceptable methods of documentation in a child's permanent record include physician orders and notes, copies of required forms and letters, staffing notes, evaluation narrative reports or protocols, nursing notes, or Continuing Service Reports (CSRs).

Eligibility Criteria – The minimum level or standard to determine who will be served by the Infant Toddler Program.

Infants and toddlers who have a Developmental Delay or an Established Condition that is highly likely to result in delay are eligible for early intervention services.

Policies established by Idaho Code, Title 16, Chapter 1 define the eligibility criteria for Developmental Delay and Established Conditions for children and families seeking services under the Infant Toddler Program.

These policies and the Idaho State Plan for Early Intervention also establish the assurance that each child referred to the Infant Toddler Program and identified as needing an evaluation will receive a timely, comprehensive, multidisciplinary evaluation at no cost to the family.

Established Condition – A condition that meets eligibility criteria and is evidenced in children with a diagnosed physical or mental condition, which has a high probability of resulting in Developmental Delay.

Refer to the ITP eligibility criteria for a complete definition.

Evaluation – The procedure used by appropriate qualified personnel to determine a child's initial and continuing eligibility in the Infant Toddler Program.

Evaluations include determining the status of the child in each of the developmental areas listed in the definition of Developmental Delay.

Informed Clinical Opinion – When professionals make use of qualitative and quantitative information to assist in reaching a determination of eligibility regarding difficult-to-measure aspects of current developmental status and the potential need for early intervention.

Appropriate training, previous experience with evaluation, sensitivity to cultural needs, and the ability to elicit and include family perceptions are all important elements of Informed Clinical Opinion.

Informed Clinical Opinion is used when determining a child's eligibility for early intervention services.

Initial Assessment - The assessment of the child and the family assessment conducted prior to the child's initial IFSP meeting.

Initial Evaluation - The procedure used by appropriate qualified personnel to determine a child's initial eligibility.

Multidisciplinary Evaluation – The involvement of two (2) or more appropriately qualified disciplines or professions in the provision of coordinated evaluation and assessment activities to determine a child's initial and continuing eligibility.

MDT evaluation may include one individual who is qualified in more than one discipline or profession.

Multidisciplinary Team – Determines service needs and recommendations for the IFSP. The team consists of the Interim Service Coordinator, family members, and professionals that conduct evaluations and may include service providers.

Parent Consent – Written approval (parent/guardian's signature) made by parent/guardian who is fully informed of all the information relevant to the activity for which consent is sought, in the parent's native language or mode of communication. The parent/guardian understands consent is voluntary and may be revoked at any time and that they may refuse consent for some activities without jeopardizing other activities.

Prior Written Notice – Notice is intended to inform parents/guardians of actions being considered or rejected, for their child, a reasonable time before the action is carried out.

Prior Written Notice assists parents/guardians in their decision-making role about services for their child and their family.

The Notice must include:

- The action proposed or refused.
- The reason(s) for the action.
- A copy of the Idaho Infant Toddler Program Child and Family Safeguards brochure.

Reasonable time is defined as an appropriate amount of time so that families have an opportunity to consider a proposed action for their child and be involved in an informed, decision-making process.

Qualified Personnel – A person who has met state approved or recognized certification, licensing, registration, or other comparable requirements that apply to the areas in which individuals are conducting evaluations or assessments or providing early intervention services.

Refer to the Personnel Standards section for additional information.

Service Coordinator – The staff member assigned at the agency where the initial referral for multidisciplinary evaluation is made.

The Service Coordinator assists the family to obtain the evaluations to determine eligibility and to develop and coordinate the initial Individualized Family Service Plan (IFSP).